University of Glasgow

3rd Annual
University of Glasgow

Learning and Teaching Conference:

Enabling Transitions:
into, through and out of university

22 April 2010

Welcome to the third annual University of Glasgow Learning and Teaching Conference

I am delighted to report that the popularity of our annual learning and teaching conference continues to increase year on year. In common with past conference themes, this year's theme, 'Enabling transitions: into, through, and out of university', promotes our commitment to enhancing the student learning experience.

We have made a clear commitment in our current Learning and Teaching Strategy to develop a student-staff partnership model that promotes student engagement with learning, and enhances student success. As we evolve our new Learning and Teaching Strategy in the coming months, not only will this commitment remain as a central feature but we will also be considering the best way to build on the considerable progress we have made so far.

During this year's conference we will be examining student success across the entire University learning experience including how students come to be at the University of Glasgow, how we support their induction and progression through the University, and how we support them to participate fully in society when they leave us.

The Enhancement Led Institutional Review (ELIR) carried out by the Quality Assurance Agency (QAA) Scotland in 2009, confirmed that there is excellent practice, thinking and development in teaching and learning across the University, as did our own internal review of our progress against the objectives set in our 2006-10 Learning and Teaching Strategy. Reviews of this type also remind us of the challenge of extending excellent practices across the wide range of our provision, and of the value of events such as our annual Learning and Teaching Conference.

I look forward to using our 2010 conference as an opportunity to celebrate what we do well, and to challenge our thinking as we look to the needs of our current and future students. I hope that you will find it an opportunity to learn from colleagues, and that you will work with me to build on past successes to further enhance the learning environment which helps make our students successful.

Frank Coton
Vice Principal (Learning and Teaching)

Keynote Address

Mind The Gaps: managing transitions into and out of undergraduate study

Simon Bates

Professor of Physics Education, The University of Edinburgh

Successful progression through undergraduate study involves negotiating a wide range of transitions. In this talk, I'll focus on the transitions at both boundary regions: the entry into and the exit from undergraduate education. For both of these, I'll highlight some of the work that we have been doing at Edinburgh to map out these transitions and support students in navigating them successfully. I'll cover topics including mathematical preparedness for university-level study amongst entrant undergraduates, how student attitudes and beliefs about their subject of study change over time and also the development of graduate attributes (with particular focus on the development of data handling skills in undergraduate scientists). Though the examples will have a distinctly physical sciences flavour, much of what I will present will be relevant and resonate across a much broader range of disciplines.

Biography

Simon Bates did a first degree in Natural Sciences at Cambridge, followed by a PhD in the Department of Chemistry at UMIST (now part of the University of Manchester). Following post-doctoral work in a chemical engineering department (in Eindhoven, the Netherlands) and in Physics at Keele, he took a temporary lectureship in Chemistry at the University of Edinburgh. After a brief spell at Trinity College Dublin, he returned to Physics and Astronomy at Edinburgh in 2000.

Alongside a continuing research programme in atomistic simulation of materials and liquids, he has developed research activities in e-learning and Physics Education Research. Between 2006 and 2009, he was Director of undergraduate and postgraduate teaching in the School of Physics and Astronomy at Edinburgh. In 2006, he received the Chancellor's Award for Teaching, the highest individual award at Edinburgh in recognition of academic excellence. In 2008 he was awarded a Personal Chair in Physics Education.

Learning & Teaching Conference 2010 - Abstracts

Abstracts

1A

From school-leaver to graduate. How the 'Glasgow Experience' can last a lifetime.

Presenters: Morven Boyd and Laura Laws, SRC

The session is intended to facilitate open discussion about the transition from an undergraduate degree to the next stage in students' lives – be this further study, training or employment. We intend to engage attendees in in-depth discussions about the purpose of a university education, with members of SRC Council present to help facilitate discussion. Is it the job of a university to encourage its students to prepare for 'the real world', or does their responsibility to taught students extend only to the delivery of an academic experience?

Our presentation will cover current opportunities at the University of Glasgow for students to get 'More than a Degree', and present ideas for improvement of this experience to ease the transition from student to graduate.

This presentation will: explore the lifecycle of a student from point of entry to graduation.

- Why do students decide to come to university?
- What do they hope to achieve from their time at university?
- What skills and attributes do students expect to graduate with?

We will ask:

- With the ultimate goal of producing Graduates for the 21st Century; to what extent should the University of Glasgow actively and explicitly engage its students in this process?
- When we say an individual is qualified 'to degree level', do we expect they are prepared for the worlds of work or independent research?
- What are the benefits and barriers to engaging students in co and extra curricular activities?
- What more can the University of Glasgow do to help students attain after the completion of their undergraduate education?

With the Scottish government increasingly aiming funding at subjects it sees bringing benefits to the economy, to what extent might the University provide opportunities for students to engage with non academic personal development opportunities, so students can transition smoothly into the next phase of their lives?

1B

Online Reflexive Diaries: embedding deep learning and personal development through assessment and feedback.

Presenters: Eamonn Butler and Anne Tierney, CEES, FBLS

Co-author: Mary Tatner, FBLS

Reflexive writing activity through the use of diaries, blogs and portfolios are increasingly used within higher education, particularly among professional development and vocational courses (e.g. medicine, dentistry, education) as a means of facilitating and assessing learning. This is not readily reflected in mainstream academic teaching, despite growing evidence which suggests that diaries have multiple benefits, including:

(1) supporting independent learning,

(2) providing a space for students to locate and order their thoughts,

(3) counteracting possible 'spoon feeding' associated with detailed handouts/lecture notes and

(4) encouraging reflective or reflexive practice associated with deep learning and self assessment (Moon 2003: 7-8).

The encouragement of reflective practice is itself fundamental in the transition to lifelong learning; embarking on a journey where learning is perceived as an integral part of life, and previous experiences are used to inform future decisions and choices. Utilising joint research undertaken by staff from LBSS and FBLS, this paper will outline the student and staff experiences of diary writing and online facilitation technology (Mahara) to provide some evaluation of two cases where diaries have been used as formal assessment in undergraduate courses. The cases reflect different types of courses, the first being an intensive two week course (Business and the Biosciences) and the other running as a two semester course with weekly seminars (Central and Eastern Europe: perspectives on security since 1945).

Bearing in mind the University of Glasgow's own learning and teaching strategy to engage students with teaching and approaches to learning which support their development as motivated learners, independent and critical thinkers and promote confidence and awareness in their skills, the paper will evaluate the benefits of diaries as an alternative assessment method which combats surface learning, offers enhanced feedback mechanisms and embeds personal development within the undergraduate curriculum, all of which serve to facilitate the transition to lifelong learning.

1C

Exploring links between personal attributes and the first-year student experience.

Presenters: Alison Browitt, Lynn Walker and John H McColl, RIO, Statistics

Student retention (as measured by continuation and completion) remains a concern within UK higher education. Several studies have shown that students with high levels of motivation, determination and commitment, and confidence are more likely to persist and succeed (Browitt & Walker, 2007; Roberts et al., 2003; Walker, 2007). We are now conducting longitudinal research at the University of Glasgow to investigate the hypothesis that measurable personal attributes, which might be related to confidence at the time of transition to higher education, are predictors of student persistence.

We invited all new entrants to the University in 2009/10 to complete online versions of standard instruments for measuring self-esteem, self-efficacy, resilience, hope and Mindset, guided by the work of the Centre for Confidence and Well-being (http://www.centreforconfidence.co.uk/). Pilot work on Mindsets has already been undertaken at this institution (Cutts, 2008) as well as others (Dweck, 2000). Students completed these tests before or at the very start of session. We received 1505 usable responses (19% of all new entrants), 1097 from undergraduates and 408 from postgraduates. These were linked to students' demographic data using registration numbers. We later asked half of these participants, selected at random, to retake the tests at the end of teaching in Semester 1; the others will be asked to retake the tests at the end of teaching in Semester 2.

We present preliminary findings. We describe patterns of personal attributes at entry and their association with background demographic characteristics, and how these may change by the end of Semester 1. We discuss what these results might suggest about the immediate impact of higher education on students. We indicate how differences between the personal attributes of undergraduate and postgraduate students might inform the graduate attributes agenda. We consider the scope for appropriate intervention to help students improve their chances of success.

2A

"Am I alone in thinking……?" Overcoming student concerns and isolation using a 'Shared Thinking' approach to FIMS Induction.

Presenter: Nicholas Bowskill, Education

Co-authors: Quintin Cutts, Steve Brindley, Vic Lally and Steve Draper, FIMS, Education, Psychology

In 2009, FIMS induction provision was completely re-designed as part of work done on an inter-disciplinary PhD project between Education, Computing Science and Psychology. Away went a sequence of presentations with students as an audience. In came a new socially-oriented approach we named as Shared Thinking. This new approach, invented by a Kelvin Smith Scholarship student, involves a process of peer-interaction aimed at sharing initial concerns. The discussions are scaffolded by the use of voting technology familiar to many people when contestants on the TV show "Who Wants to be a Millionaire?" invoke the opportunity to "Ask the Audience." In the show, a question is put to the audience and their responses generate a shared display showing the number of votes for each option. The contestant then decides the option to choose as their answer.

In Shared Thinking, a similar approach is used. The key difference is that the questions are co-constructed by the audience (the students) from reflective discussions. The display is also to serve the thinking of the 'audience' not just an individual. The variety of thinking, amongst the participants, is made visible as an act of whole-group communication. This display structures the response of mentors and tutors whilst allowing them to participate in the student-generated conversation. The Shared Thinking approach was modified by members of the project team in FIMS, to take account of 300 participants in a single session. Text messaging was introduced to accommodate large numbers of students who could then post small-group choices. These choices were sent directly to the shared display prior to voting. Voting then produces qualitative and quantitative data on the student experience. The display thereby simultaneously serves evaluation and development needs.

Research findings will be presented including how Shared Thinking enhanced the perception, amongst participants, of the university as a high-quality provider. Students also reported being very much aware that they were not alone either in their thinking or in terms of the available support.

More information on Shared Thinking is available at http://www.sharedthinking.info

Conference themes covered include:

- Induction and the first year experience
- How the use of technology can enhance the experience of students' experience of transitions.

2C

Making students, not the lecturer, the subject matter experts: a version of the jigsaw classroom.

Presenter: Steve Draper, Psychology

Co-author: Paul Bishop, Psychology

A new final year option course in positive psychology with 70 students was largely organised around student generated content. Students were divided into groups of 6, each group was allocated one of 12 topics, and required to produce an introduction to their topic that would be of maximal utility to the rest of the class (e.g. short summary, the best starter reference, connections between published evidence and unevidenced claims in the self-help literature, ...). These introductions were in the form of Moodle wiki pages, and each group also had their own Moodle forum so that they could work together apart from in face to face meetings. These facilities also aid assessment by keeping an extensive record of changes and contributions by each student.

The design of the course, and the results of detailed feedback from the students are presented. (Six students have indicated a provisional interest in contributing a few minutes commentary on their experience as part of the talk.) Antecedents in the literature will be compared and contrasted with this design: Aronson's Jigsaw Classroom, computer supported cooperative lecture notes, traditional seminar teaching, Jim Baxter's use of "virtual" student groups in a first year course. The feedback showed strong valuing of the groupwork (both process and product), but more divided opinion about the relative lack of authoritative lecturer content delivery. This is discussed in relation to the paradox for good teaching: on the one hand there is much evidence showing that students value the passion and exposure to expertise when taught directly by staff who are teaching their personal research; on the other hand, however, constructivism and other educational work shows us that learning is best promoted when learners are required to discover and construct the knowledge themselves. These are conflicting approaches to good learning and teaching, and the tension is at its greatest in the final year: research-teaching linkages in conflict with enquiry-based learning?

Themes addressed:

EBL (Enquiry Based Learning)
Moodle use for student groupwork wikis and forums
Graduate Attributes: Research Teaching Linkages
More details: http://www.psy.gla.ac.uk/~steve/talks/ltc10a.html

3A

Personalised mathematical student support through innovative use of technology.

Presenters: Lorna Love and Shazia Ahmed, FIMS, SLS

The flexible, open faculty entry system of Glasgow University results in the majority of first year students studying three Level 1 subjects. This mechanism has many obvious, well documented advantages. Despite the abundant positives, the nature of this system can unfortunately exacerbate many of the traditional issues of the 'jump up' from secondary school into higher education. This can result in a difficult, rocky road for some students on the path from the flurry of excitement of Freshers' Week through the potentially formidable first semester.

In this talk we discuss the various ways that innovative technologies have been employed to enhance both the academic and social integration of students who have a Level 1 Mathematics course in their curriculum. We present an outline of how both staff and students make use of the automatically generated feedback gained when students attempt the 'Skills Test', Glasgow University's own sophisticated computer-aided assessment system. We also describe the use of on-line student social networking and web access to short welcome films that have been created by senior students for the new Level 1 students. We will speak about our experiences of the use of SMS messaging (texting) to keep in touch with students.

Finally, we discuss how Moodle is integrated with the current Peer Assisted Learning scheme and by the Maths Support service within the SLS to manage appointment bookings and to distribute student support material.

3B

Transition experiences of international students joining undergraduate studies in second year.

Presenters: Gayle Pringle and Fred Cartmel, LBSS, Sociology Anthropology and Applied Social Sciences

Students who join the University as second-year direct entrants are likely to have specific requirements and experiences in their transitions to the University. This session reports on a project to investigate the experiences of international students joining undergraduate degree programmes in second year at the University of Glasgow after a year's study at a partner institution. The aims of the project were to identify any barriers that prevented the students from achieving a smooth transition into the University and introduce measures to assist students through the transitional phase.

Key findings from research into the experiences of this group over two academic years will be presented. Semi-structured group and individual interviews were conducted at three different time points with the support of the University's Learning and Teaching Development Fund. The results from the qualitative interviews offer valuable perspectives from international students on their transition experiences, including reflections on the induction process, learning experiences in classes and in individual work, and social experience.

The project is currently ongoing and the session will also reflect on some of the measures that have been introduced in response to emergent findings. The student cohort has also been actively involved in assisting with the development of additional support for subsequent groups of second-year direct-entry students, through both face to face meetings and the production of a printed booklet. The outcomes from the project include: increased contact with prospective students in the partner institution and a targeted approach towards second year entrants.

The session will address the conference themes of:

- transition into the University
- induction and the first year experience
- international students

3C

Academic performance & student engagement in level 1 physics undergraduates.

Presenters: Morag Casey and Stephen McVitie, Physics

At the beginning of academic year 2007-08, staff in the Department of Physics & Astronomy at the University of Glasgow started to implement a number of substantial changes to the administration of the level 1 physics undergraduate class. The main aims were to improve the academic performance and progression statistics. With this in mind, a comprehensive system of learning support was introduced, the main remit being the provision of an improved personal contact and academic monitoring and support strategy for all students at level 1. The effects of low engagement with compulsory continuous assessment components had already been observed to have a significant effect for students sitting in the middle of the grade curve. Analysis of data showed that even some nominally high-achieving students achieved lowered grades due to the effects of low engagement. A comprehensive system of attendance monitoring coupled with a rapid-response to non-attendance was put in place at the start of 2007-08 to tackle lowered engagement amongst all students in the class. Academic support measures in the form of drop-in tutorials, weekly formative assessment exercises and an increased continuous assessment component were also adopted. These methods all played a part in raising the pass rate for the level 1 physics class by ~8% as well as raising the direct level 1 to level 2 progression rate by ~10% over the course of one year. Analysis of data from the 2008-09 level class has shown a consolidation in progression statistics with increases of ~10% in pass rate and ~13% in direct progression to level 2 when compared with similar statistics from 2006-07.

4A

Writing for Results - writing/reviewing skills development via Moodle.

Presenter: Quintin Cutts, FIMS

Co-authors: Katie Grant and Bryony Randall, Education, English Literature

Learning to write clearly is an important graduate attribute. However, though staff recognise the need to provide writing skills feedback, time constraints make it impossible to do so satisfactorily and consistently. Through the LTDF-funded Writing for Results project, a Moodle system has been developed containing hundreds of exercises based on writing defects found in real, anonymised student essays. The exercises are grouped into categories from simple apostrophe use to more complex issues such as muddled phrasing, poor choice of words, argument quality and essay structure. A comprehensive introduction to each category emphasises that good writing is a learned skill, available to all. Key to Writing for Results is that all the material is discipline specific, thus addressing the common student misconception that there is only one, university-wide writing style, and also tutors' worries that their particular subject style might be ignored.

To formalise the importance of good writing to students, a corresponding marking sheet, also tailored to each department, has been developed. Essay markers can, with ease, highlight writing skills problems on the marking sheet, with a related sign on the essay script. Markers can then concentrate on essay content, satisfied that writing skills problems have been properly addressed. Writing for Results is being trialled this year in English Literature, History, Computing Science, Earth Science and Philosophy. Over 800 exercises are available at http://khios.dcs.gla.ac.uk/writing using the standard Moodle login.

By the time of the Learning and Teaching Conference, it will be clear: whether the essay markers found the feedback sheets easy to use; usage statistics; student response (through feedback questionnaires); and the results of a four-week experiment to see how effective the exercises are. In the sense of transitions, this project underpins the transition from school-level writing to that expected of a university graduate, and has already been used with students in first year to those at Masters level. As for the conference themes, this project touches on all of them, bar perhaps enquiry-based learning.

4B

Timeline of anticipation of arrival at university: extending induction to pre-arrival to support transitions

Presenters: Lorna Love, Alison Browitt, Lynn Walker and Scott Iguchi-Sherry, FIMS, RIO

In this workshop we will consider recent initiatives to extend the support provided to students to enable the transition into university beyond the traditional induction period and discuss how this could meet expectations and enhance the first year experience both pre and post arrival, in the following ways: -

- Review on a timeline our contact with new students before arrival;
- Hear about recent student experiences first-hand;
- Showcase for discussion examples of initiatives in FIMS and RIO, including pilots with Engineering, of multi-media information packs, phonecalls, webchats and discussion forums where the experiences of current students are an essential resource;
- Look at the use of new technologies in this context;
- Consider induction on arrival to the University;
- Facilitate small group discussions around the ‘what’, ‘when’, ‘who’ and ‘how’ of extending induction, providing the perfect opportunity to review processes in light of the University restructure.

We hope that workshop participants will have had a chance to reflect upon induction from the perspective of a student, and take back ideas to their school/college/service for improving future induction processes to support the transition into university.

4C

Molecules of Life: supporting student learning in the transition to a second year Biochemistry course.

Presenters: Maureen Rees Griffiths and Ute Barrett, FBLS, LTC

Co-author: Angela Watt, FBLS

As part of the 'A Journey to Innovation' event in June 2009, we developed support material on Moodle to enhance the learning experience of approximately 330 students in a Level-2 course (Molecules of Life). These students had moved from a highly structured first year with intensive staff support, to a more academically challenging year where the students have to develop a more independent approach to study. We decided to use a blended learning approach in that we wanted to involve online teaching combined with face to face teaching in order to offer individual attention to a large group of students. This is a second year Biochemistry course forming the basis of a number of Honours courses. The lectures, labs and tutorials were essentially unchanged from previous years of this course, but the online support was completely revised.

How the use of technology can enhance students' experience of transitions: The appearance and layout of this Moodle course was changed to give the course a strong visual identity, and to improve navigation. All students were assigned to tutorial groups and were provided with forums for each group to allow the students to communicate and participate in group work.

Enquiry-based Learning (EBL).The tutorial material was not covered in lectures in advance but was issued online. Students were encouraged to work with their peers through EBL. Each group of students also uses the group forum to collate source material and design a poster. This is uploaded electronically then presented to their peers.

Feedback and assessment. The traditional postlab lecture was replaced by a lesson that students can access at any time after the lab, to test their understanding of the material. This can also be used by students who miss the lab.

The student perception of the look and feel of the Moodle course and the support offered in this course was assessed by anonymous questionnaire and by focus groups. Staff were also asked for feedback on student participation and performance.

5A

Selective targeting of feedback for best effect on learning.

Presenter: Steve Draper, Psychology

Co-author: Quintin Cutts, FIMS

Students and staff almost always take "feedback" to mean judgments on a finished product (e.g. an essay, or worked problem solution). Policy statements and NSS questions tend to assume that feedback should be evenly targeted. A range of evidence, including the success of some unusual course designs in this University, suggest that these and a number of other assessment and feedback prescriptions and presumptions may be wrong, and that outstanding results can be obtained by a highly selective allocation of feedback effort:

- Feedback on skills (e.g. how to write an essay) is more important than on conceptual knowledge (e.g. the content discussed in an essay).
- Feedback on learning skills (how to learn in this discipline) is even more important than on task skills.
- Feedforward is more important than feedback.

This paper offers a theoretical argument that draws on a variety of apparently disparate pieces of evidence. Changes to a first year programming course emphasise how students can help themselves learn. This is motivated, not only by how experienced programmers work, but by the consideration that in a typical week's work on the course a single student might have perhaps 50 queries each of which must be answered before proceeding to the next. Waiting for a weekly tutorial cannot possibly serve this need: to learn programming, students must be able to help themselves.

The NSS results in 2009 for the Psychology Department gave it the rank of 3rd best overall out of 107 psychology departments (as measured by the single question asking about overall student satisfaction) yet it had rank 104 on the feedback item "I received detailed comments on my work". However students did receive a lot of feedforward: advice during the production of major pieces of work (but none afterwards), just as PhD students do. The tutor support is not associated with any of the regular "content" modules but is targeted only at a few major pieces of work. That this is so effective may be because the real difficulty for learners is to acquire a good grasp of the deep assessment criteria (Sadler, 1989): not things like word length, but what "critical thinking" means. If they do not understand these well, they get poor marks in all courses; if they

do, then they can perform well in all. Much course design is thought of in terms of first the content to be covered, then the assessments by which to test the acquisition of content (this is called "alignment"), then feedback and tuition spread across all assessment tasks. Many (perhaps all) disciplines in fact have a single core of such criteria that apply across most assessments, but grasping them is as big a barrier for many students as so-called "threshold concepts" are said to be for "content". This line of thinking leads to varying assessment tasks to direct attention to what is common across superficially different tasks while keeping the same "deep criteria"; whether "critical thinking" in psychology, "historical argumentation", or "sociological imagination".

More details: http://www.psy.gla.ac.uk/~steve/talks/ltc10c.html

5C

Student attitude to audio versus written feedback.

Presenters: Pam Scott, Chris Finlay, and Anne Tierney, FBLS

Co-authors: Mary Tatner, Ian Reid and Allison Gillespie, FBLS

First year Biology at the University of Glasgow consists of two courses, 1A and 1B, with an annual intake of 750-800 students. Both courses consist of lectures, practical lab sessions, tutorials and discussion groups. With such large numbers of students, teaching methods and delivery continually change and develop to ensure best delivery of the course content. As such, assessment and feedback systems also need to remain current and accessible to all. Timely, instructive and developmental feedback on student work is arguably the most powerful single influence on a student's ability to learn. As part of the transition from school into university, feedback is a recognised method of maximising student potential (Hattie and Timperley, 2007). Research shows that increasing student numbers and associated rise in marking workloads, means that feedback can be slow in returning to the student and lacking quality/detail (Glover and Brown, 2006). From the markers perspective there is some evidence that students fail to engage with, misinterpret or ignore written feedback.

We have carried out a pilot study to apply, and attempt to build upon, principles of good feedback practice to the assessment of coursework. To do this, an essay assignment was submitted online by Biology 1A students, marked and written feedback provided to all. A randomly selected group of students (10% of the cohort) also received audio feedback (electronic audio files were imbedded into the student work and returned to them by e-mail) on their submitted work. All students then completed an anonymous 'Feedback' questionnaire detailing their experiences with the feedback they received, with additional questions that were answered solely by the 'audio group' asking more specific questions about the effectiveness of the audio feedback. To carry out this study, new technologies were utilised and these will be demonstrated at the meeting along with the study conclusions.

References:

Hattie, J. and Timperley, H. (2007) The power of feedback. Review of Educational Research, 77, 81–112

Glover, C. and Brown, E. (2006). Written Feedback for Students: too much, too detailed or too incomprehensible to be effective? Bioscience Education, 7.

Learning and Teaching resources:

Assessment and Feedback

www.glasgow.ac.uk/learn/goodpracticeresources/assessmentandfeedback/

Copyright

www.glasgow.ac.uk/learn/learningtools/copyright/

Designing programmes and courses

www.glasgow.ac.uk/learn/goodpracticeresources/designingprogrammesandcourses/

Electronic voting systems & interactive lectures

www.glasgow.ac.uk/learn/goodpracticeresources/learningandtechnology/electronicvotingsystemsandinteractivelectures/

Enquiry-based learning

www.glasgow.ac.uk/learn/goodpracticeresources/enquirybasedlearning/

Learning and Teaching Development Fund

www.glasgow.ac.uk/learn/awardsandfunds/ltdf%20presentations%202005/

Moodle: how to…

www.glasgow.ac.uk/learn/learningtools/moodle/moodlehowtos/#d.en.41334

Peer observation of teaching

www.glasgow.ac.uk/learn/goodpracticeresources/peerobservationofteaching/

Personal development planning

www.glasgow.ac.uk/learn/goodpracticeresources/personaldevelopmentplanningpdp/

Seminars, workshops and symposia

www.glasgow.ac.uk/learn/seminarsworkshopsandsymposia/

Teaching Excellence Awards

www.glasgow.ac.uk/learn/awardsandfunds/teachingexcellenceawards/

Notes

Notes

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